

Lockport City School District
ELA Grade 6
Unit 4
Aligned to the Common Core 2011-2012

Unit 1 Title:

Unit Rationale: Students who are college and career ready value evidence, build strong content knowledge, have a better understanding of different cultures to create and publish a final product.

Duration: 10 weeks

PHASE ONE: DESIRED RESULTS

GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:

***Note:** highlighted standards are formally assessed within this unit.

Reading for Information

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.6.1)

Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from opinions or judgments (RI.6.2)

Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue (RI.6.7)

Writing

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (with some guidance and support from peers and adults) (W.6.5)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)

ESSENTIAL QUESTIONS:

How do researchers use what they learn to teach/help others? As researchers, how do we find out which facts are important to a specific purpose? What tools can we use to learn and organize information? When does it make sense to revise our thinking, writing and work?

**BY THE END OF THIS UNIT,
STUDENTS WILL KNOW:**
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** How to

**BY THE END OF THIS UNIT,
STUDENTS WILL BE ABLE TO:**
(What do I need to model, coach the development of, and ask students to perform/do?)

- **From informational text read:**
Quote accurately, drawing inferences,

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| <p>quote accurately, make an inference, identify main idea and key details, use multiple sources to learn about a topic, compare and contrast information, how to cite evidence, how to make meaning from domain-specific words, how to integrate information from different sources</p> <ul style="list-style-type: none"> • From narrative text read: how to analyze different points of view related to a theme or an issue, how to analyze the use of figurative or connotative language, how to explain the ways that culture effects an author's point of view. • Strategies for writing narrative text: How to create an imaginary story that will reflect knowledge and understanding of past cultures. How to summarize information and paraphrase from notes. How to use narrative techniques, how to create an organized piece. How to reference a variety of cultural perspectives. How to implement the writing process. How to use story elements, literary devices, and figurative language in writing. • Strategies for writing informative/explanatory text: how cite text evidence and infer. How to determine central ideas and locate supporting details. How to summarize. How to compose informational text by developing an introduction, supporting statements with facts, using | <p>identify main idea and key details, use multiple sources, compare and contrast, cite evidence, domain-specific words,</p> <ul style="list-style-type: none"> • From narrative text read: Analyze different points of view as they relate to theme, integrate information, use of figurative and connotative language, explain how the author's culture effects their point of view. • Write narrative text to: Create a story that will reflect their knowledge and understanding of past cultures. Develop an imaginary story, use narrative techniques, create an organized piece, use a variety of cultural perspectives, implement the writing process, recall information from text, summarize/paraphrase from notes. Develop a children's book, big book, storyboard, essay, or skit of an imaginary story that demonstrates knowledge of a culture. Use story elements, literary devices and figurative language in writing • Write informational/explanatory text to: Cite text evidence to support analysis of what a text says explicitly as well as inferentially. Determine the central idea of a text and how it is conveyed through particular details. Summarize informational texts read. Examine a topic and convey ideas |
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transitions and precise language, and creating a conclusion.

- **Strategies for selecting appropriate research and publication tools online.**
- **Strategies for applying and improving use of conventions:** How to skim and scan, condense and combine information from various sources. How to compare and contrast. How to use conventions of standard language and mechanics in writing. How to vary sentence types for meaning and interest, consistency of style, tone, and voice. How to expand and revise sentences and ideas.
- **Strategies for demonstrating speaking, listening, and collaborative learning skills:** How to engage effectively in a range of collaborative discussions. How to ask and answer questions, how to reflect, how to use evidence to support claims, how to use eye contact, adequate volume, clear pronunciation to engage audience. How to enhance presentations with visual displays.

by creating an introduction, developing the topic with facts, using transitions and precise language, creating a conclusion.

- **Apply conventions:** Skim materials for specific information, connect, combine, compare & contrast ideas and information from more than one source with collaboration from adults and peers. Demonstrate the command of conventions of standard language and mechanics, vary sentence types for meaning and interest, consistency of style, tone, and voice.
- **Demonstrate speaking, listening, and collaborative learning skills:** Communicate different perspectives in cultures, express ideas written or orally. Collaboratively discuss relevant themes, and present written work using appropriate eye contact, adequate volume, and clear pronunciation enhanced with visual displays

| PHASE TWO: ASSESSMENT EVIDENCE | |
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| Which Common Core Standard(s) for Literacy are formally assessed within this unit? RI.6.1, RI.6.2, RI.6.7, W.6.2a-f, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9b, W.6.10 | |
| Post-Assessment Task Unit 4 Culminating Task This will also be used as the post-assessment for the school year. | Formative Assessment Process: |
| What will the student do or produce to demonstrate their understanding and abilities? | <ul style="list-style-type: none"> • How will the teacher support performance on this task? • How will the teacher formatively assess student work and provide feedback? |
| Students will..... <ul style="list-style-type: none"> • Set a purpose for their research on a selected culture formulating quality questions about the culture that can guide their research. The questions will be captured on their <u>note sheet</u>. • Conduct short research to answer these questions, drawing on several sources and refocusing their inquiry if needed (W.6.7) • Gather relevant information from multiple print and digital sources and paraphrase it on note sheet while avoiding plagiarism. (W.6.8) • Reflect on the credibility of each source. Capture reflections on <u>note-sheets</u>. (W.6.8) (W.6.9b) • Provide basic bibliographic information for the sources studied (W.6.8) • Determine the central ideas of the texts | Teacher will..... <ul style="list-style-type: none"> • Provide access to various print and digital resources relevant to various cultures. • Assess the quality of the questions generated by researchers and coach refinement. • Model note-taking and paraphrasing from varied resources • Model strategies for evaluating the credibility of sources • Model strategies for bibliography design • Model strategies for determining central ideas, supporting details, and note-taking relevant to these tasks • Model strategies for analyzing and capturing explicit text evidence in notes. • Model strategies for using research |

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| <p>that they read, as well as relevant details. This will be captured on their <u>note sheet</u>. (RI.6.2)</p> <ul style="list-style-type: none"> Analyze what each text explicitly reveals about the culture under study, capturing what is learned on their <u>note sheet</u>. (RI.6.1) Integrate the information presented in different media or formats as well as in words to develop a coherent understanding of the culture. This will be reflected within the <u>planning/pre-writing template</u> and <u>rough drafts of their chosen products</u>. (RI.6.7) Determine who their audience will be and which genre or form will best align to their purposes. Draft a coherent <u>children's book, big book, storyboard, skit or similar process-driven product</u> that uses text-based evidence to reveal what their research has taught them about the culture. This product must be developmentally, organizationally, and stylistically appropriate to task, purpose, and audience. (W.6.4) (W.6.10) Use a <u>criteria-specific rubric</u> to self-assess. (W.6.5) (W.6.10) Engage in peer review, capture reflections from peer review, revise draft, and submit to teacher for post-assessment purposes. (W.6.5) (W.6.10) (W.6.2)(W.6.9b)(RI.6.1) Complete a <u>timed writing task</u> wherein | <p>findings to create draft of product, using a planning/prewriting template.</p> <ul style="list-style-type: none"> Guide writers as they determine who their appropriate audience is and the type of product they will design for this audience. Guide writers through the process of developing a draft that is well-organized and appropriate to the task, their purposes, and their intended audience. Support writers as they use a rubric to self-assess their first draft. Collect rubric. Coach writers to provide high quality criteria-specific feedback to peers. Support writers in the first revision of their product. Collect. Provide time for writers to complete the timed writing task, independently. <i>Do not provide any support.</i> Collect. Capture findings/data from the first draft of their process-driven product, using the approved rubric. Use these findings to inform instruction, revise curricula, and coach individual writers. Capture findings/data from the timed writing task using the approved rubric. Use these findings to inform instruction, revise curricula, and coach individual writers. Provide writers criteria-specific feedback on process-driven products and timed writing tasks. |
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they 1) summarize a teacher-selected, sufficiently complex text, articulate the main idea of the piece, and provide three details in support of the identified main idea and then 2) cite text evidence to support an inference drawn from the text. This will be submitted to the teacher for post-assessment purposes (W.6.2) (W.6.10)

- Respond to feedback provided by teacher by revising both pieces again. Submit both pieces for a grade.
- Publish their final product for an audience that will benefit from it beyond the teacher or class.

- Require revision of both pieces and then collect for grading purposes.
- Connect writers to their intended audiences and support publication.

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| <p style="text-align: center;">PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK</p> | |

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS: | USING THESE RESOURCES: |
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| GUIDED READING | <p>Targeted comprehension, fluency, listening and Speaking and/or language skills.</p> <ul style="list-style-type: none"> • Content Vocabulary • Share reading experiences • Story Elements • Author's Purpose • Graphic Sources/Organizers • Compare/contrast • Visualize • Draw Conclusions • Generalize/Summarize | <p>Scott-Foresman Unit 6: Exploring Culture: Selections and leveled readers</p> <ul style="list-style-type: none"> • Fresh Reads and Selection Test. • Practice workbooks, Grammar & Spelling • Look back and write • Reader Response & Journal Writing • Graphic sources • Rubrics • Checklists |
| LITERATURE STUDY | <ul style="list-style-type: none"> • Content vocabulary (domain specific) • Use of Multi-media (multiple sources of of research) • Recognizing/utilize story elements • Integrate information • Identify different authors' purposes • Filter relevant from non-relevant information • Inferences by drawing conclusion | <p>May include:</p> <ul style="list-style-type: none"> • Guided Reading/Main selections • Internet (websites) • Graphic organizers • Technology • Library Media Center • Rubrics • Checklists |

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| | | (Teacher selected literature, references, websites) |
| INTERACTIVE READ ALOUD | <ul style="list-style-type: none"> • Active listening • Main Idea • Supporting Details • Use of facts (not judgments or opinions) • Text structure • Illustration • Speaking clearly • Sharing facts • Asking questions for clarification • Research Process • Revision • Identify relevant information | <ul style="list-style-type: none"> • Main Selection audio CD • Fables, myths, tall tales • . Checklists • . Rubrics (Teacher selected literature, references, websites) |

| MOMENT: | PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS: | USING THESE RESOURCES: |
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| INDEPENDENT READING | <ul style="list-style-type: none"> • Targeted comprehension • Understand content vocabulary • Identify story elements • Recognize main idea / theme • Identify similarities / differences • Summarize/generalize information | <ul style="list-style-type: none"> • Text from teacher selected reading sources related to theme • Rubrics Checklists • Graphic Organizers |
| GUIDED WRITING | <ul style="list-style-type: none"> • Targeted writing skills as it pertains to project | <ul style="list-style-type: none"> • Written Models / exemplars • Six Traits • Graphic organizers • Rubrics • Checklists |
| INVESTIGATIONS | <ul style="list-style-type: none"> • Guiding questions for research • Main idea/theme • Use of information from multiple sources • Research process • Text and text structure • Graphic sources • Illustrations • Note taking • Correct use of content vocabulary and info • Research and revisions • Supporting graphics • Analyze text | <ul style="list-style-type: none"> • Relevant fiction and non-fiction text • See addendum • Graphic organizers • Student drafts and final copies • Rubrics • Checklists |
| INDEPENDENT WRITING | <ul style="list-style-type: none"> • Use of note-taking, summarizing, relevant facts, main idea, supporting details, brainstorming ideas, developing ideas, revision, editing, organizing | <ul style="list-style-type: none"> • Student graphic organizers, drafts, and final copies • Rubrics • Checklists |